





In an *Online Course*, it often helps an instructor to imagine their role as one of facilitating a student's learning. Although many of us view our face-to-face teaching in this way, it is especially true in an online setting because students are expected to navigate much of the work independent of us. We create the structure and provide the materials which allow students to interact with the content in meaningful ways.

In effective online teaching:

- We have to think about the structure as much as the content. Students need to easily navigate what we provide.
- Transparency is key. It is imperative that students know where to begin, how to progress, and how to access support. They also need a clear vision of how the course content builds over time.
- Avoid the perception of busywork. Every assignment and task should be clearly aligned to the course outcomes.
- Instructor presence is a crucial consideration. Whereas students might normally know that they would see us every Tuesday and Thursday at 9:30 in a face-to-face class, this connection is not always as clear in an online course. It is an easy thing to manage, but something that we usually need to consider before the class begins.
- Assessment may have a different look than the exams of traditional face-to-face teaching. If a course is fully online, students should not have to return to campus for a proctored exam. Again, this is manageable but something you likely don't want to wait until the last minute to consider.

You do not have to think through these ideas on your own. ITLE Teaching Support has helped many instructors transform a face-to-face course into an online offering. We have also helped instructors create fully online courses from scratch. Please let us know if we can help you, too.

Reference:

Mayadas, F., Miller, G.E., & Sener, J. (2015, July, 7). [Updated e-learning definitions](#). *OLC Insights*.